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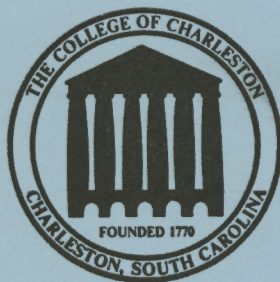
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ANNUAL REPORT
OF
THE COLLEGE
OF CHARLESTON
TO THE
GENERAL ASSEMBLY

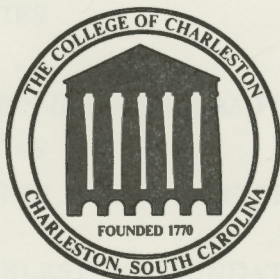
JULY 1, 1978 — JUNE 30, 1979



**PRINTED UNDER THE DIRECTION OF THE
STATE BUDGET AND CONTROL BOARD**

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OF CHARLESTON
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Gordon Knight *Internal Auditor*

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Vacant *Assistant to Vice President, Institutional Advancement*
Lindsay Hale *Director of Development*
Maxine Martin *Director of College Relations*
Susan Michel *Coordinator of Special Events*

PUBLICATIONS

The following documents were published by the College:

College of Charleston *Bulletin* (the College course catalog)

College of Charleston *Student Handbook*

College of Charleston *Graduate Programs in Elementary
Education and Marine Biology*

College of Charleston *Evening School Program*

College of Charleston *Summer Program*

College of Charleston *Directory* (addresses and telephone
numbers)

Student Publications: *The Comet* (yearbook), *The Meteor*
(newspaper), *The Miscellany* (literary magazine)

College of Charleston *Newsletter* (for the Alumni and Friends
of the College)

Invitation to Excellence (general information pamphlet)

Speakers Bureau brochure

FISCAL YEAR 1977-1978 ORGANIZATION CHANGES

The following position was established:

Assistant to the Vice President for Institutional Advancement

CHANGE IN AGENCY HEAD

The Board of Trustees announced on May 23, 1978, their selection of Dr. Edward M. Collins, Jr. as the 17th president of the College of Charleston. Dr. Collins received a B.A. from Millsaps College, a B.D. from Emory University, an M.A. from the University of Iowa, and a PhD. from the University of Ohio. He has held teaching and administrative positions at the University of Ohio, the University of North Carolina—Chapel Hill, and Marshal University. Dr. Collins came to the College of Charleston after serving as the president of Millsaps College from 1970 to 1978.

STATUTORY AUTHORITY

By Section 10 of Part III of an Act bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state-supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No. 353 of 1969 (Trustees).

THE BOARD OF TRUSTEES

The Board of Trustees of the College of Charleston is composed of sixteen members, appointed by the Governor of the State of South Carolina with the advice and consent of the South Carolina Senate. Each member represents one of the sixteen judicial districts of the State. The official title of the Board is the South Carolina State College Board of Trustees.

SOUTH CAROLINA STATE COLLEGE
BOARD OF TRUSTEES

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Joe E. Berry, Jr., *Vice Chairman*

C. Calhoun Lemon, *Vice Chairman*

Fitz-John C. McMaster, *Vice Chairman*

Sara V. Liverance, *Secretary*

James A. Rogers, *Chairman Emeritus*

Term Ending June 30, 1979

J. I. Washington, III, Orangeburg, S. C.	1st Judicial Circuit
Edward S. Ervin, III, Sumter, S. C.	3rd Judicial Circuit
Joe E. Berry, Jr., Columbia, S. C.	5th Judicial Circuit
Ellen Carter Watson, Spartanburg, S. C.	7th Judicial Circuit
F. Mitchell Johnson, Charleston, S. C.	9th Judicial Circuit
D. Don Caughman, Lexington, S. C.	11th Judicial Circuit
John E. Johnston, Jr., Greenville, S. C.	13th Judicial Circuit
Nathaniel Kaminski, Jr., Georgetown, S. C. ..	15th Judicial Circuit

Term Ending June 30, 1981

Calhoun Lemon, Barnwell, S. C.	2nd Judicial Circuit
Allard A. Allston, Darlington, S. C.	4th Judicial Circuit
Fitz-John C. McMaster, Winnsboro, S. C.	6th Judicial Circuit
Caroline Beaver, Greenwood, S. C.	8th Judicial Circuit
Sara V. Liverance, Anderson, S. C.	10th Judicial Circuit
Peter D. Hyman, Florence, S. C.	12th Judicial Circuit
John M. Trask, Jr., Beaufort, S. C.	14th Judicial Circuit
Alexander M. Quattlebaum, Georgetown, S. C.	15th Judicial Circuit
Eleanora R. Richardson, Union, S. C.	16th Judicial Circuit

HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785. In 1794, the first degrees were conferred and in 1837, it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distin-

guished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include: Mendel J. Davis, U. S. Congressman; James B. Edwards, Governor of South Carolina; John C. Fremont, explorer and Presidential Candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U. S. Senator; L. Mendel Rivers, U. S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made indelible impressions in other fields of endeavor include: Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice-President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendell M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsythe Sherfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970 the College of Charleston became part of the higher education system of the State of South Carolina and has entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately 7 acres to currently over 21; the enrollment from 1,040 to 5,164, the faculty from 52 to 195, the course offerings from 329 to 894, and the staff from 72 to 400.

The College's accreditation was reaffirmed in 1975 by the Southern Association of Colleges and Schools. It is an equal opportunity institution.

PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well balanced higher education program within the reach of all qualified students in the region and the state. Although every county in the state is represented in its student body, the great majority are from the

commuting area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost corresponding to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the Arts and Sciences on the undergraduate level. Post-graduate programs will be restricted to the Master's degree level and limited to carefully chosen and developed fields of local need. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the low-country area. Recent figures indicate some success in this endeavor although the percentage of high school graduates who are able to attend four-year senior institutions is still higher elsewhere in the state.

The enrollment growth in the past six years provides a measure of the success in this massive undertaking. The continued status during this period as one of the fastest growing South Carolina senior colleges in a time when many colleges were dealing with decreases in enrollment indicates that the College still does not have all the facilities and resources necessary to serve all of the low-country citizens and the students enrolled.

At its bi-monthly meeting held in Florence, S. C. on Wednesday, January 16, 1974, the State College Board of Trustees approved the following *Statement of Purpose* for the College of Charleston:

"As a General Purpose College:

To provide a comprehensive program in the arts and sciences, and such complementary programs as education and business administration, leading to the baccalaureate degree for students whose prior academic training and performance indicate the potential for success at the College of Charleston.

To provide programs leading to the Master's degree which are consistent with the geographical location and the resources of the College of Charleston and the needs of the state and the community.

To provide a comprehensive program of continuing education and cultural, social and recreational services for residents of the low-country and the state, insofar as these services are con-

sistent with the College's primary academic purpose. To afford to the state and community the advantages and benefits of the professional expertise of its faculty to the extent feasible and appropriate to an institution of higher learning. To encourage research and insofar as possible to provide an environment within which faculty members may make a contribution to the search for knowledge."

In addition to this stated purpose, the College established annual goals with specific tasks or objectives to achieve these annual goals. In 1978-1979 the organizational goals and specific objectives were stated as follows:

A. STRESSING THE PRIMACY OF QUALITY EDUCATION

1. by defining a Masters of Fine Arts degree program for implementation in September 1979
2. by defining a Computer Science degree program for implementation in September 1979
3. by defining and implementing an expanded honors program
4. by expanding and funding a strong faculty development program
5. by giving full support to all Charleston Higher Education Consortium graduate programs
6. by implementing a departmental evaluation of academic programs
7. by re-evaluating the humanities component of the general education requirements
8. by reinforcing the efforts in the improvement of students' basic academic skills
9. by increasing the participation of seniors in competition for national fellowships and graduate school awards
10. by expanding the study abroad program within a statewide consortium for foreign study
11. by defining a summer language program for gifted students of foreign languages
12. by implementing the 3/2 programs in engineering, chemistry, and biometry
13. by introducing the mini-computer in program offerings
14. by monitoring more effectively the academic progress of veteran students
15. by reinforcing efforts in instructional improvement and undergraduate research

16. by encouraging student organizations to have some educational programs in their schedule of activities: lectures, panel discussions, debates, etc.

B. STRESSING A MORE PERSONAL COLLEGE

1. by focusing on student retention.
2. by reviewing the Orientation program for new students and extending it into the school year
3. by supporting and strengthening the faculty-mentor program
4. by implementing a student leadership training program
5. by expanding career day, career workshops, and placement opportunities
6. by continuing the operations of the College of Charleston Club
7. by improving the interpersonal attitudes of campus personnel
8. by improving the effectiveness of campus services: mail, telephone, food, safety, counseling, college skills, and plant maintenance
9. by improving general campus communications: student newspaper, bulletin boards, alumni newsletter, mail, campus calendar
10. by defining and implementing a monthly television program and weekly radio program involving faculty in their fields of interest and expertise
11. by assisting individuals in overcoming barriers and problems perceived or real, that hinder their achievements as students or employees
12. by supporting the right of equal educational and employment opportunities
13. by developing a more supportive and acceptable environment for persons who are culturally different
14. by increasing the college community's awareness to the concerns of the handicapped
15. by recruiting individuals, both faculty and students, of diverse racial and socio-economic backgrounds, who can contribute to and benefit from the College's standards of excellence

C. STRESSING THE COMMUNITY SERVICE ROLE OF THE COLLEGE

1. by expanding the promotion of Continuing Education and Summer School programs through media coverage and telephone and mail registration
2. by developing certificate competency based programs

3. by developing and strengthening educational out-reach programs: week-end college, executive training, public affairs programs, and the mini courses
4. by expanding the Continuing Education Program at the Charleston Naval Base
5. by promoting the establishment of an Arts Council of Charleston for the purpose of improving communication and coordination of all Charleston Arts events
6. by strengthening of the career internships and the co-op education programs
7. by reinforcing the Upward Bound program
8. by reinforcing community efforts to produce Spoleto
9. by strengthening efforts in community services projects such as the Drug Abuse Program
10. by improving faculty and staff participation in the United Way Campaign
11. by improving the relationship between the College and the black community to encourage more involvement by each in mutual concerns
12. by strengthening the Early Childhood Development Center programs and expanding a training program for day care paraprofessionals
13. by encouraging the volunteer services of students with local agencies
14. by improved intermeshing of campus activities through the Coordinator of Campus Events
15. by promoting and supporting civic activities including participation in service clubs
16. by intensifying the efforts in minority recruitment
17. by the publishing of a Speakers Bureau Directory and a Spring Preview brochure
18. by informing the public of programs open to all in the community
19. by publicizing the availability of physical facilities for academic, cultural, and leisure pursuits
20. by producing more public service announcements
21. by acting as a resource/referral source to community
22. by developing enrichment programs for alumni

D. STRESSING THE IMPROVEMENT OF THE FINANCIAL MANAGEMENT OF THE COLLEGE

1. by developing a long range (5 year) financial plan
2. by managing limited resources more economically

3. by conducting periodic management and financial audits of College services and operations
4. by establishing a systematic job audit timetable to review the staffing needs of the service areas and all classified positions
5. by striving for less sophistication in construction of physical plant facilities when acceptable and significant cost savings might be realized
6. by upgrading the College's preventative maintenance program to improve efficiency and economy
7. by implementing a program for measuring and reducing utility costs
8. by developing an on-line information system for all personnel records
9. by improving the key control system for all major buildings to provide more security and control
10. by increasing significantly the average gifts and by increasing the number of contributors
11. by developing an integrated student billing and cash receipts system
12. by careful budget planning and control
13. by controlling building maintenance costs

E. STRESSING THE CONTINUED DEVELOPMENT OF THE COLLEGE CAMPUS

1. by completing construction of Craig Residence and Cafeteria
2. by completing construction of the Fine Arts Center
3. by extending the underground utilities system
4. by beginning construction of the New Residence Hall
5. by beginning construction of the Education Center
6. by maintaining and enhancing the landscape program
7. by making plant alterations to comply with regulations governing the physically handicapped
8. by site development for parking at 71 Coming, 50 Pitt, and 110 Wentworth Streets
9. by modifying the College Lodge to make it suitable and secure for women students
10. by repairing and painting 12 historic houses
11. by renovating the Sottile Auditorium, the Porter's Lodge, and 44 St. Philip Street
12. by purchasing facilities currently leased
13. by preparing housing sites on Fort Johnson for undergraduate Marine Science program

14. by proceeding with the architectural design of Off Campus Outdoor Activities Facility
15. by proceeding with the architectural design of the new Physical Education Center
16. by developing a building program statement for the Science Center addition

ACADEMIC AFFAIRS

The continuing thrust of the academic program is toward quality, that characteristic of an institution which moves it to be more than what it is, that coerces it to aspire to ever higher standards, that leads those involved to exploit their own potential to its demanding ends. Its manner of operation is easily observed within *academe*: the constant surveillance and renewal of program to meet changing needs and goals, the initiation of efforts directed regularly at improving old approaches and testing new approaches to teaching, the persistent attention to the scholarly productivity and development of the faculty, the maintenance and enhancement of a climate which is stimulating and enriching academically both to students and to faculty, and the pride expressed (albeit modestly) in its accomplishments and its outreach.

Surveillance and Renewal

The procedure of surveillance and renewal of program referred to above is aptly described by the Chairman of the Department of History in his annual report:

During the past few years the Department of History has been preoccupied with curriculum changes, restructuring of the requirements for history majors and with the introduction of a series of Third World courses. But all the time—and in everybody's mind—there was a repeatedly recurring problem: what to do with the American and European survey courses, how to improve them, how to convey their message to the growing number of students. About twelve hundred students are taking history courses in each semester and only seventy of them are history majors. Under these circumstances it becomes obvious that the main objective of the department could not have been and is not to turn out historians "en masse," but educated men and women who through acquaintance with the changing spiritual and material aspirations of different societies, with the great works of all time and with the understanding of the essence of intellectual, politico-economic

achievements, would be well equipped to form their own judgments and appreciate the intellectual opportunities offered to them by a truly liberal arts education.

The history faculty is genuinely concerned about what changes need to be made, especially in the teaching of history, to establish a durable impact of liberal arts studies in the minds (and souls) of our students. The department is convinced that the best approach to instill the understanding (and love) of the "septem artes liberales" is through studying history in its entirety. Consequently it is obvious that we need to vigorously pursue programs with interdisciplinary components to give a kind of integrated (arts, philosophy, literature, economics) knowledge to our audiences. Clearly then, our methods and even our warehouse of knowledge should be reexamined and recast to suit the intellectual, social and ethical needs of undergraduates to be raised in the spirit of humanities.

In September 1978 two special committees were formed to find and propose viable solutions for both the American and European survey courses. In November the Committee of Americanists presented a revised American history curriculum. History 300 (American Survey) was restructured as a two semester course and relevant upper division offerings—especially History 301, 302, 303, 304, 344 and 345—were reorganized giving more time and better opportunities to instructors and students alike to be better acquainted with the literary, artistic and philosophical problems and achievements of a given period in American History. The proposal was accepted and the new curriculum will be offered in the fall of 1979.

The Committee of Europeanists concentrated on the European survey courses. In November they too introduced a proposal the essence of which is team teaching and preceptorials (tutorials). The proposed plan will make optimal use of various instructors' lecturing time, and the addition of relatively small discussion groups will encourage and allow direct interaction between instructor and student. The new approach would substantially modify the existing methods. According to the plan the core of this new survey course would be provided by general lectures twice weekly presented to all participating students in Physicians Memorial Auditorium, each professor would lecture in areas of his expertise, and the use of visiting scholars and instructors from other departments would be encouraged. Once weekly, students would meet in

groups of 15 with one of the professors to discuss lectures and reading material in a very personal atmosphere. The discussion groups would enhance student participation and would give more time for questions, debates and quizzes. The proposal was accepted in theory on a trial basis and should be implemented in 1980.

In December 1978 a joint committee (Europeanists, Americanists and Third World historians) was established to prepare an agenda for departmental discussion on the aims, purposes and goals of History 101-102 (European Survey). The department held two workshop sessions to determine the basic elements of the core knowledge of themes and interpretations of the material relevant to the survey courses. The intent of these workshops was to find an answer to the eternal question: "What do we hope our students will profit from the survey course?" A final answer has not been found and the discussion will be continued on the departmental retreat in September 1979.

This dialogue is typical of most department discussions formally presented before the Curriculum Committee. The reports of the Department of Education and the Department of Physical Education and Health were submitted for critical review this year.

Improved Teaching

Examples of the introduction of new approaches and the perfecting of old ones are too numerous to catalogue. A few illustrations should suffice.

The Department of English continues its efforts to improve the writing skills of all students at the College.

- The symbols devised for College-wide use appear to be producing results. These will be redistributed, with a reminder to the faculty, prior to the opening of the fall semester.
- The College Skills Laboratory continues to serve a significant constituency. During the fall semester, 186 students made 424 visits to the lab, while, in the spring, 112 students made 305 visits. The lab was staffed by 2 full-time and 1 part-time faculty in the fall, 1 full-time and 1 part-time in the spring.
- Three of those who have worked as laboratory staff members have received a Lilly grant to devise modules for computer assisted instruction in basic English skills, designed to improve the efficiency of lab instruction.

- Placement exams, administered during the summer, are used to identify students who would profit from English 01. The experimental sections combining English 01 and 101 continue to appear successful. A review of this program will be carried out during this summer.
- The department is cooperating in a Charleston Higher Education Consortium effort to devise a program designed to improve the teaching of composition at the secondary school level.
- Four members of the department received Lilly grant support to attend a seminar on basic writing skills in Greensboro, North Carolina; two others received similar support, one for a two week program in current theories of teaching composition at the University of Detroit and one for a seminar in theories and philosophies of composition at the University of Texas.

The Department of Languages introduced in 1977 an Individualized Language Program (ILP) as an alternate approach to the regular classroom method of teaching the first three terms of introductory Spanish. The evaluation of this program in 1979 concluded, in general, that the ILP student scored higher than regular section students on the nationally standardized Modern Language Association Cooperative Foreign Language Test. The report went on to say:

Even when comparing only A and B students (and also when adjusting for differences in predicted grade point averages), the ILP students did as well as or, in some comparisons, better than regular section students on the national test. The former result is impressive because a much higher percentage of ILP students receive grades of A or B, indicating that ILP has been effective in achieving its goal of producing a relatively high percentage of students who master the material. Although new or experimental programs often tend to increase motivation and performance temporarily, these results are quite impressive because the apparent benefits of ILP seem to hold up over three semesters. Since the course attracts and holds good students, the self paced feature could provide a way for students to complete three semesters work in one academic year. Overall, it seems that ILP has clearly demonstrated its usefulness as one among several good methods of teaching elementary Spanish.

As a consequence of these significant findings, the Language Department decided to offer "compact" courses for the coming year. These courses combine Monday-Wednesday-Friday with Tuesday-Thursday classes at the elementary or intermediate level for a daily intensive approach which offers six hours of credit each semester. This would allow a student to complete elementary and intermediate study in just one academic year.

The Psychology Department reported that while traditional course offerings remained vigorous, Independent Study and Special Topics courses "provided the flexibility needed to respond to current developments in psychology and to student interests." Seven students completed independent study/research projects during the year and special topics in infant development and in non-verbal behavior generated considerable enthusiasm. During the Spring semester the Chemistry Department offered special topic mini courses (1 month-1 credit) as a part of the College's Continuing Education Program. Drs. Joe Catlin and Larry Krueger of Verona taught a "Dyestuff Chemistry" course; Dr. Rosalie of the Medical University taught "Bio-Organic Chemistry"; Dr. John Powers of Westvaco offered "Surfactant Chemistry." A good response was evoked from local industrial chemists.

The Lilly Endowment grant was a major factor in the greatly increased activity in this area and has an impact far beyond the \$39,500 that it brought in this year. The award symbolizes several things to the College community. First, the College was judged by a major national foundation to have a program and a faculty of sufficient potential to be the only public institution in the nation to receive a grant in the Lilly 1978 competition. It further indicates that to have a top quality college, it is necessary to provide faculty the opportunities and encouragement to experiment with their teaching and to broaden their perspectives in doing so. In this past year sixty different faculty have received Lilly mini grants for activities ranging from course improvement to summer internships in the non-academic community. In addition, over 100 faculty have participated in workshops, retreats, or seminars sponsored by Lilly funds. Notable among these latter activities are a two day workshop on Guided Decision Making, the College Retreat, the FAR (Freshman Abstract Reasoning) project on student reasoning led by Drs. Drake and Kubinec with additional funding support from NSF.

Faculty Development

It is agreed generally that at the time faculty members complete their advanced degrees and are beginning their careers, they are only beginning the career long process of becoming fully competent professional teachers, advisors, evaluators, committee workers, educational philosophers and researchers. New faculty need guidance to develop the skills essential to carrying out these critical responsibilities, because not knowing how to perform well prevents career satisfaction and the feelings of exercising competencies effectively. Furthermore, there is a continual need to improve courses, to understand new approaches and techniques, to assimilate and teach new knowledge, and to grow personally—the unending process of retooling, recharging, refining and extending professional development while at the same time deriving the self satisfaction and self insight necessary to sustain good morale as effective mentors. What better way to serve institutional goals and to improve instruction than through the personal and professional growth of faculty.

This has been accomplished through efforts to increase faculty awareness of the importance of professional development for advanced study and research. Possible sources of support have been discussed personally with half of the faculty. In addition, printed information and memos have been distributed, newsletters circulated and special grant announcements forwarded to persons who may have a high interest. Of the thirty-two individual or institutional proposals prepared and submitted this year, 18 were funded. Further encouragement was stimulated by small grants given by the College (over a period of 4 years some 73 different faculty members received 93 small grants totaling \$77,741). The effectiveness of these mini grants in encouraging scholarly work is indicated by the fact that the sixty recipients who are still at the College produced 54 publications and 35 professional presentations in 1978 alone. In total there were almost 300 publications, presentations and exhibits by the faculty (a 50% increase over last year) and, in addition, an average of at least one professional meeting attended by each faculty member, usually at considerable personal expense.

SUMMARY COUNT OF NUMBERS OF COLLEGE OF
CHARLESTON FACULTY
INVOLVED IN VARIOUS TYPES OF FUNDED
ACTIVITIES DURING 1978-79

<i>Outside Support</i>	<i>Approx. Number of Faculty Involved</i>
Individual National Fellowships, Seminars, Grants-in-aid	7
Basic and Applied Institutional Research Grants ..	14
Instructional Improvement/Enrichment Grants (NSF, OE, NEH, et al.)	25
Community Service and Training Projects	15
Subsidized Workshops and Institutes for Individual Faculty (NSF/Chautauqua, SVHE, et al.) ..	20
Lilly Faculty Development Grants	60
<i>College and College of Charleston Foundation Support</i>	
Faculty Research and Development Grants	18

Since faculty members are the primary source for stimulating student learning and maintaining an intellectual climate, faculty development will be increasingly essential in the lean times likely to lie ahead. It will be tempting to cut back on "supplemental programs" like those which comprise faculty development at the College. This temptation must be resisted if the College is to become the type of institution that faculty and staff envision. The College offers heavy workloads and shows a tendency at times to invest the status quo with dignity of tradition. To counterbalance these influences, the College needs to institutionalize its search for innovation and guarantee the renewal of its staff. It will be crucially important to continue its strong commitment to faculty development in the face of "steady state" stringencies.

Enriching Climate

New developments and new thrusts further increase the potential for improving the quality of the College's academic atmosphere. The Honors Program, the Academy of Fine Arts, Study Abroad, the Governor's School, lecture series and academic conferences on campus all contribute separately and collectively.

The beginning of an *Honors Program* dates back to 1967 and was intended for gradual implementation in early 1970. That time-

table, however, backed up to the overwhelming changes initiated in 1969-70, particularly in terms of physical, architectural, and student-body growth, was thwarted. During the next several years little more was contemplated in the direction of a full-fledged honors program.

Beginning in the Spring of 1976, some momentum began to be generated toward the goal of establishing what at that time was called a "Center for Honors Studies." In the College's "Five-Ten Year Projections" of April 1, 1976 it was announced that within five years "an undergraduate center for honors study would be planned and implemented with a view to providing advanced study programs, disciplinary and interdisciplinary, for—outstanding and gifted students." The idea continued to percolate until the Spring of 1978, when a concept paper on the "Honors Center" was distributed noting that "though we have a number of exceptional students, we want and need a larger group of them as a leavening agent for the entire campus community." A flexible program was advocated which would have a variety of purposes, not the least of which was to attract the abler student to the College of Charleston.

In March of 1978, a sub-committee of the College Curriculum Committee responded to the concept paper, recommending that an Ad-Hoc Honors Program Committee be formed to study the feasibility and practicability of reestablishing an honors program. Such a committee was appointed and embarked on an extensive basic research effort, reviewing material from other honors programs across the country and studying some of the current literature on honors work. Its findings were collected for presentation at the second annual College of Charleston Faculty Retreat held on September 16, 1978. Shortly thereafter the process of drafting a program proposal was begun and a final draft was passed by the Curriculum Committee and sent on to the April 10, 1979 faculty meeting, where, after vigorous discussion, it was passed unopposed.

Parenthetically, it should be noted that this is the first change in the internal structure of the curriculum at the College of Charleston since it became a State institution. Introduced into the structure are Honors Colloquia, the Senior Thesis, Senior Seminars, Off-Campus Projects, Tutorials, and Independent Study.

In August, 1978, a proposal by the Department of Fine Arts for the creation of a pre-college instrumental music academy at the College of Charleston, an *Academy of Fine Arts*, was suggested.

The purpose of the academy, which would have no direct financial or academic ties with the College, was to provide professional individual instrumental music instruction in the Charleston area for advanced music students who otherwise could not find any systematic way of raising their levels of performance beyond that of the instrumental classes offered in the county high schools. The precedents for such an academy are found in New York, Nashville, Los Angeles, and many other communities around the nation.

The Low Country, however, has had no such institution, and after an investigation into the situation of instrumental music and the other arts, it was determined that such an academy would be important in the continued cultural growth of Charleston. In addition, one of the Academy's projected effects was that it would provide the Charleston Symphony management with an additional recruiting device, since in order to offer a top-flight academy experience its teaching artists were to be comprised of the first-chair contract players of the orchestra. Here the advantage to the Symphony is that it is easier to attract and hold quality personnel using the association with the Academy and the promise of regularized additional income from their teaching responsibilities.

The project was developed and approved, and the group of teaching artists assembled. Thus the College, the Symphony, and the community were able to benefit equally from the progressive development of the Academy, and the initial responses from parents, teachers, band directors, and the public in general, have been more than encouraging. Original expectations were that perhaps two dozen or less students would be in the Academy in the first year. At the end of the 1978-79 term, in fact, there were twenty-six participants enrolled, and the prospect for increasing enrollments for succeeding years seems assured.

Programs in *Study Abroad* were highly successful. Dr. Klaus de Albuquerque was accompanied by 13 students on a Maymester program titled: *Contemporary Caribbean Societies* (Anthropology 499). The program included visits to several islands in the Virgin Islands and French West Indies and featured participation at the annual Caribbean Studies Association meeting in Fort-de-France, Martinique. The Caribbean program was enhanced by Professor Albuquerque's intimate acquaintance with the area and the leg work he undertook to locate inexpensive and comfortable accommodations for participating students.

A smaller group took part in the College's study program in Greece. Seven participants, including three persons from the com-

munity, were guided by Dr. Henry Folse of Philosophy on a three-week program devoted to examining *The Ideals of Classical Greece* as manifested in sculpture, city planning and architecture on the basis of concepts expressed by famous Greek philosophers. The itinerary followed by the group allowed for visits to the islands of Mykonos and Delos as well as to major sites on the mainland. Again, the enthusiasm and keen personal interest taken by Professor Folse and his wife enabled all participants to enjoy a fruitful learning experience.

Undoubtedly the most ambitious and most innovative of the three 21-day study abroad programs organized for 1979 was the *Comparative Management Systems* seminar (Business Administration 360) conducted jointly by Professors Chi Diep and James Snyder. Fourteen students enrolled.

With the generous assistance of South Carolina-based affiliates of major European companies with extensive investments and/or operations in the state, it was possible to develop a program and an itinerary that provided both a diverse view of management techniques and philosophies as well as considerable depth within related industries. Traveling from Brussels through West Germany's western industrial areas to Basel and then north to Paris and Lille, students had numerous unique opportunities for the pursuit of their primary academic interests and to engage in cultural enrichment in the four countries visited.

1979 was also a year when the College opened communications with two universities in the United Kingdom concerning the development of a "Junior Year Abroad" program—the next step in Study Abroad.

The experience gained in developing and conducting these programs should make it possible to organize still better overseas learning opportunities designed to meet the needs of students at the College of Charleston.

The 1979 Governor's School, the fourth program since its inception in 1976, was begun on June 17th and concluded on July 31st. Two hundred and sixty-six outstanding high school students participated. Predominately rising high school seniors, the group this year also included a small number of rising juniors. The latter contingent was the smallest invited to participate in the School's history. The student body was augmented by 30 participants in a National Science Foundation Summer Science Training Program in Computer Science which was conducted concurrently with the

Governor's School. SST students were able to take part in the enrichment program of the Governor's School.

A noteworthy aspect of the Governor's School is the unusually competent and highly versatile faculty. In 1979 the faculty was drawn from thirteen different institutions from Ohio and New Jersey to Florida. Six institutions in South Carolina were represented, including two fine teachers from South Carolina high schools. Informal reports from these and former Governor's School faculty indicate that a considerable amount of mutual enrichment occurs during the course of the program. In several cases this interaction and exchange of ideas has been translated into new courses, community initiatives, and modifications of courses and teaching techniques resulting from the experimental opportunities provided by the Governor's School.

Although the Governor's School has been a successful undertaking and continues to have a positive impact on all who are involved, completion of the program's fourth year using an improved version of the original model seems an appropriate time for a more extensive evaluation and review to determine whether the program's objectives and goals are being met satisfactorily. Perhaps adaptations of the present model or completely different approaches should be considered in planning for future programs. Whatever decisions are made, it would clearly be in the best interests of the program not to be complacent, but to maintain a critical posture and to examine carefully alternative means of accomplishing the school's purpose.

The accumulated experience of the past four years combined with the expertise available through cooperation with administrators and instructional staff of summer honors programs in neighboring states should be made available to educators in other states interested in establishing similar programs. Plans are underway to conduct a national conference at the College of Charleston within the next year on the subject of Governor's School programs for gifted and talented students.

Among the many great speakers to Campus this year were distinguished persons from universities such as Cornell, Duke, Michigan, Columbia, UNC-Chapel Hill, University of South Carolina, Clemson, UCLA, University of Oregon, University of Chicago, Yale, et al. A series of outstanding lecturers were available also through the College's association through the Political Science Department with the Duke Center for Islamic and Saudi Arabian

Development. Furthermore, the College hosted several national and regional conferences: the Southeastern Regional Meeting of the American Mathematical Society, the Southeastern Conference on Approaches to Bibliographical Instruction, the national meeting of the Consortium on Revolutionary Europe.

Pride in Accomplishment

Pride is felt when a female senior is chosen to represent the State of South Carolina in the Rhodes Scholar finals; when she and many of her classmates are awarded fellowships and assistantships to professional and graduate schools such as Harvard, Yale, Penn, UNC-Chapel Hill, Duke, University of Virginia, Johns Hopkins, Emory, University of South Carolina, Clemson, University of Hong Kong, Medical University of South Carolina, Fletcher School of Law and Diplomacy, University of Washington, and the University of Michigan; when two graduates are awarded Rotary Scholarships and another is designated a Fulbright Alternate; when grants and contracts in excess of \$1,500,000 are received by faculty and staff members: Upward Bound, Mainstreaming, Day Care, Head Start, South Carolina Committee for the Humanities, NSF, NEH, Office of Education, Office of the Navy; when in one year faculty and staff members publish and present and exhibit more than 300 articles, papers, works and performances; when two distinguished young duo pianists, Delphin and Romain, artists-in-residence at the College of Charleston, are featured artists with the Atlanta Symphony, Spoleto and next year will play major appearances in Seattle, San Francisco, Portland and in New York City with the New York Philharmonic; when five colleagues publish book manuscripts; when a major book publishing company seeks out and secures the text materials of an ILP program developed at the College; when almost 2000 students participate in intramural programs; when professors extend themselves to lead students in the discovery of old and new cultures in the West Indies, in Greece, in Germany, in Hungary; when 275 very bright young people gather for Governor's School, or 350 professionals are on campus to attend the South Carolina School of Alcohol and Drug Studies, or when 200 persons from throughout the Southeast attend the College of Charleston sponsored Bibliographical Instruction Conference; when six of the sixteen papers in Chemistry presented at the 1979 South Carolina Academy of Science are presented by students and faculty from the College of Charleston Chemistry Department; when the Honors Program is endorsed unanimously by the faculty; when

staff, students and faculty become resource persons each to the other in developing the dynamics within academe needed to raise the quality of the College to new levels of accomplishment and recognition; when most everyone feels the momentum generated and senses a single purpose in creating an institution that counts both now and tomorrow.

STUDENT AFFAIRS

Financial Assistance and Veterans Affairs

The basic philosophy of the Financial Assistance Office is to provide the financial means needed by qualified students to attend the College of Charleston. Programs include the federal ones entitled the Basic Educational Opportunity Grants, the Supplemental Educational Opportunity Grants, the National Direct Student Loan Program, the Work-Study Program, Veterans Benefits and the endowed College funds providing scholarships and loans. In addition, students receive awards from outside organizations. Approximately 1,500 students were assisted through this office with approximately \$1.1 million.

At the beginning of the 1978-79 school year, the total enrollment of veterans was 358, which represented a decrease from the 383 veterans enrolled in the Fall of 1977.

Student Health Services

The College of Charleston provides an on-campus Health Service to promote and maintain optimum health of students while attending the College. The service provides routine office care and the services of a physician and a nurse at no charge to the student on a 24 hour a day, seven days a week basis.

During the year a total of 8,940 patient visits were made to the Student Health Office compared to the previous year's total of 7,788. The Director of Student Health Services, a physician, is employed on a full-time basis and has continued to develop special programs on specific health problems, systematic campus health inspections and an increase in health education activities.

Residence Halls

In the Fall of 1978, the Residence Halls were expanded from 1,258 beds for students of the preceding year to a total of 1,329. This included temporary triples in Buist Rivers and 32 beds contracted from the Francis Marion Hotel. Therefore, at the begin-

ning of the Fall Semester 1978, residence hall occupancy level was 103%. The new addition to Craig Dormitory was completed for use in the Spring Semester and permitted the triples in Buist Rivers to be virtually eliminated. For the fourth consecutive year there were more students desiring space in the residence halls than the college had space in which to accommodate them. A waiting list exists.

The College furnishes a bed with a mattress (twin size beds), a chest of drawers, a desk and a chair.

Residence Hall Counselors and staff working with the Director of Residence Life plan and maintain an active residence hall program and conduct periodic inspections of rooms for sanitary and safety conditions, unauthorized property, and damages to property in order to properly maintain College facilities and to help make dormitory life pleasant and conducive to study.

This year a representative from the maintenance department assisted the residence counselors with the room inspections. This proved to be very beneficial as maintenance problems were able to be detected much earlier and dealt with before minor problems became major expense items.

There was extensive summer usage of the dormitories including Spoleto performers, Summer Orientation students, Governor's School students, Upward Bound students and of course, regular Summer School students at the College.

Campus Minister

Under the leadership of the Campus Minister the program offered by the denominational chaplains has experienced good and constructive growth. The Religious Activities Council continues to meet regularly throughout the school year and sponsors a number of programs such as receptions for students and offering ministerial services to College students. The Campus Minister is concerned with (1) a ministry of care, (2) a ministry of counseling, and (3) the coordination of religious activities.

Counseling

Students may come to the Counseling Office at any time for confidential help with a wide variety of problems. These include choosing a major field, career problems, academic or study problems and counseling for personal problems. Individual testing for ability, aptitude, personality, and interest is also available in a confidential setting. Approximately half of the 3,203 appointments held

in 1978-79 were concerned with personal counseling, and when necessary, these students were referred to the Medical University Out-Patient Clinic, the Mental Health Center, and psychologists in private practice.

New students are counseled on minimum degree requirements, major fields of study, and are helped to select appropriate courses and prepare class schedules. Placement tests are given in foreign languages and mathematics. New students are also seen prior to registration for the second semester. The Office of Counseling is quite active in vocational counseling. The office continues to administer a number of testing programs such as the College Level Examination Program Test, the Institutional Scholastic Aptitude Test, and other tests as an adjunct to the counseling function.

The Mentor Program involved 74 mentors and 1,750 advisees, and included a Mentor Training Workshop held during the Fall Semester for 8 weeks with about 7 faculty and staff participants in each workshop. A *Mentor Newsletter* is published monthly and serves as a clearinghouse for information to mentors. At the end of the current year the total of mentors had grown to 109.

The counseling component of the Upward Bound Program was coordinated by two counselors in the Counseling Center who participated in recruiting and interviewing and selected 75 participants as well as continued involvement in this federally funded program. The Counseling Office continued to coordinate tutoring service and some 115 students procured tutoring service through the office.

The College Skills Laboratory, a special part of the Counseling Office, is an academic support program involving staff professionals, faculty members and student assistants. As component parts of this operation, there are Reading-study skills, English-writing and Mathematics laboratories. The laboratory assisted a total of 3,824 students during the period from September, 1977, to May, 1978, with the Reading laboratory receiving 882 student visits, the writing laboratory 735 visits, and the Mathematics laboratory 2,207 visits.

Career Development and Placement

This office was created in July 1976 to bring together the services in placement, cooperative education, experience learning, and career development.

During this third year of operation, the Career Development Office has strengthened its existing programs, provided services to an increased number of students, implemented new programs, and

clarified its relations with other college departments and community organizations.

The priorities established for 1978-1979 were:

- (1) To increase the number of workshops by working through departments and existing organizations.
- (2) To organize the Career Information Center.
- (3) Improve the quality of Experiential Learning.
- (4) To assist in the establishment of faculty internships under the Lilly Grant.

We have made progress in the first item through workshops for the Education Department, History Club, Philosophy Department and Urban Studies Club. The Career Information Center organization has begun, but there remains a need for additional resources to complete the project. All students applying for Experiential Education programs have been assisted in writing specific learning objectives as part of the normal learning process. The Career Development Staff has assisted in the establishment of 5 of the faculty internships under the Lilly Grant.

The placement section of this office wrote each senior in September inviting them to establish a credential file and 310 seniors completed that task during the year. Fifty-six campus interviews were held during the year representing a small increase over last year, with 304 students interviewed. The office continues to provide job listings of all types of employment, including part-time and summer as well as full-time positions. Three career-fests were held during the year: one in the fall and two in the spring which demonstrated assistance to our students from personnel actually working in a variety of occupations. The office continues to participate in the Work-Education Council of Charleston and also to publish its newsletter entitled "Options."

The Office of Career Development was established to address the student's need to prepare for the world of work, and the relevance of a liberal arts undergirding to that preparation. Objectives of the office are:

- to assist individuals in forming their career goals;
- to provide career counseling, experience learning opportunities, and job placement assistance;
- to join with community leaders in assisting students in their transition from education to work.

The major portion of this new program is experience learning, i.e. programs combining work and learning. In these supervised situations, the student applies theory learned in the classroom and explores possible careers. These programs are intended to strengthen the curriculum in ways consistent with the objectives of the College. Incorporated are Co-op Education, The Governor's Intern Program, the Washington Center for Learning Alternatives, Departmental Internships, and Applied Studies.

Bookstore and Campus Shop

The College of Charleston Bookstore, located on campus, exists primarily to provide textbooks to students at the College and maintain a constant source of recommended reference books; the Bookstore also sells office and student supplies. A textbook list is available in the Bookstore and gives a complete list of textbooks required or recommended by professors. Students and faculty are provided books and supplies at a discount. The Campus Shop, located in the Stern Student Center, stocks health and grooming aids, magazines, school-related items, greeting cards, and other items for the benefit of the students. Both the Bookstore and the Campus Shop are operated as Auxiliary Services and no state funds are used in their operations. The operations are self-sufficient and all profits that accrue are transmitted to the scholarship funds of the College for the benefit of the students.

Food Service

The College food service is located in a cafeteria in the Craig Union Building. The College takes pride in the quality and variety of food provided. Students have a choice of two meal plans or may elect to pay for their meals on a cash basis, with the further option of purchasing coupon books.

A Snack Bar in the Stern Student Center further complements the food service program and further serves the commuting students. A variety of vending machines are also located at convenient locations across campus.

Admissions

Applications for the Fall Semester of 1978 showed 2,496 total applications, and in the Fall of 1978, a total of 1,417 new students were enrolled compared with 1,547 new students in the Fall of 1977. Of the 2,496 students who applied for admission to the College, 1,931 were accepted, 439 were denied admission, and 126

withdrew their applications before an admissions decision was made.

The visitation of secondary schools in South Carolina continued to be extensive, and visitation of privately controlled schools was continued in good numbers.

The general characteristics ascribed to the 904 entering freshmen are as follows:

Average verbal and mathematical scores on the SAT were 469 and 486 respectively.

Eighty-four percent were from the upper half of their high school classes.

Sixty-two percent were in the top thirty percent of their classes.

Fifty-five students were graduated first or second in their senior class in their secondary schools.

Seventy-eight percent were from public secondary schools.

Forty-three new freshmen had graduated from high school in three years.

379 were men (42%), and 525 were women (58%).

48% were from Charleston County, 43% from the rest of South Carolina, and the remainder were from 24 other states.

Approximately 6% were black. This is a qualified statement since many applicants do not provide us with race information prior to admission decisions made.

STUDENT ACTIVITIES

Students are urged to become involved in the numerous student organizations at the College. Students have taken advantage of the opportunity to participate in a wide variety of activities in dramatics, music, debates, presentations and discussions.

The College had a total of 56 active groups on campus as well as the Student Government Association (see below).

Members of the faculty, appointed by the College administration, act as advisors to various groups. The Director of Student Activities is responsible for coordinating the scheduling of the activities of the organizations, providing advice and guidance on budgetary and monetary matters, and assisting all advisors and all groups in interpreting nonacademic College policy.

Student Government Association

Each student who enrolls at the College automatically becomes a member of the Student Government Association. The organization is based on mutual cooperation between students, faculty and administration. The Student Government Association is made up of a legislative council in which elected class representatives participate, an executive board composed of student body officers, and a judicial branch. Only the representatives of these three branches are voting members of the SGA. The Student Government Association promotes activities on campus and cooperates in building a better College.

Other Campus Organizations

The following lists the active groups on campus during 1978-79:

Honorary Societies

Sigma Alpha Phi
Omicron Delta Kappa
Phi Kappa Phi

Fraternities

Interfraternity Council
Alpha Tau Omega
Kappa Sigma
Pi Kappa Phi
Kappa Alpha Psi
Sigma Nu
Kappa Alpha
Omega Psi Phi
Sigma Alpha Epsilon
Alpha Phi Alpha

Sororities

Panhellenic Council
Chi Omega
Delta Delta Delta
Phi Mu
Zeta Tau Alpha
Delta Sigma Theta
Alpha Kappa Alpha

Student Publications

Publications Board
The *Comet* (yearbook)
The *Meteor* (newspaper)
The Miscellany
(literary magazine)

Clubs and Organizations

Chresthomathic Literary
Society
Dramatic Club
Natural History Society
Afro-American Society
Young Democrats
C of C Republicans
Wind Symphony
Concert Band
Concert Choir
Pep Band
Religious Organizations
Council
Equestrian Club
Chess Club
Sport Sky Diving Club

Scuba Club
Philosophy Club
Political Science Club
Business & Economics Club
American Society of
Personnel Administration
Ski Club
Council for Exceptional
Children
Healthy R.E.S.P.E.C.T. Club

Geology Club
Pre-Medical Society
Pre-Legal Society
Biology Club
Psychology Club
Physics Club
English Club
Fine Arts Club
History Club
Urban Studies Club

ATHLETICS

The College of Charleston's Intercollegiate Athletic Department continues to grow with enthusiasm and success. Men have the opportunity to participate in basketball, soccer, tennis, sailing, golf and wrestling. The women participate in basketball, volleyball, tennis and swimming.

The sailing and golf programs received cooperation from the Charleston Municipal Marina and Shadowmoss Country Club, respectively. The on-campus tennis courts remain some of the finest in the area.

The gymnasium continues to be inadequate and outmoded for serving the needs of the students. The facility, built in 1938, is used for physical education, athletics, intramurals, club sports, and open recreation. Because of the rapid student growth since 1969, the physical properties of the total complex cannot meet the demand for its use and are very inadequate for the successful and rapidly growing programs.

All sports participate in full intercollegiate schedules. The schedules consisted of both NAIA and NCAA schools from around the country.

Limited grants-in-aid for athletes were provided by the College of Charleston Foundation. A Faculty Committee on Athletics dealt with academic policy matters related to the development of the program.

Intramurals

With the expansion of the student body, attempts have been made to broaden the intramural program. The objectives are these:

- to encourage enjoyable and wise use of leisure time,
while developing a sound body.

- to develop carry-over recreational activities for pleasure after college years.
- to promote wholesome social relationships that result from team and individual competition.
- to instill a competitive, yet sportsmanlike, spirit in all students.

Activities are maintained through student interest and participation. Competition on the team sport level is accomplished primarily through the cooperation of members of campus Greek organizations, independents, and dormitory participants.

The intramural sports included basketball, softball, racquetball, track and field, handball, volleyball, table tennis, tennis, surfing, badminton, bowling, golf, swimming, paddleball, touch football and water polo.

ADMINISTRATIVE OPERATIONS: CAMPUS SERVICES

In addition to coordinating the general operation of the President's office and providing assistance to the President and the Board of Trustees, the Administration Division is responsible for several key operations and campus services.

Internal Auditor

The College conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to insure fiscal accountability and control as well as the most efficient use of each dollar received by the College from the State of South Carolina.

PERSONNEL

As part of the office of the Vice President for Administration, the Personnel Division's responsibilities encompass the planning, administering and supervision of personnel programs including recruiting and record keeping for classified employees of the College. It performs all administrative employment functions for the faculty and special program personnel, formulates policies and procedures within the framework of the State Personnel Employment Directives, and insures compliance and conformity in all personnel matters. The Personnel Division maintains close liaison and coordinates all personnel matters with the State of South Carolina Personnel Division. The division coordinates the state-sponsored Blue Cross/Blue Shield Insurance Program for the College, as well as the Faculty and Administrative Staff Life Insurance Program.

Classified personnel employed as of June 30, 1979, totaled 357 which was an increase of nine classified employees during the year (348 on June 30, 1978).

Public Safety

The Public Safety Division currently has one Director, 22 Public Safety Officers, 13 Security Officers, 4 Dispatchers and one Clerk III assigned. The Public Safety Officers are required to attend the Criminal Justice Academy for 10 weeks of Basic Training. They are commissioned State Constables with the power of arrest, and they patrol the College of Charleston Campus twenty-four hours a day, seven days a week. The Security Officers provide security coverage to four dormitories and the College Gymnasium area. The four Dispatchers monitor five closed circuit television cameras strategically located throughout the campus.

The Public Safety Division is responsible for the issuance of identification cards for all students, faculty and staff. It also maintains a current locator file on all students and employees for emergency situations. Public Safety also maintains the College Lost and Found.

Public Safety is constantly trying to make students and employees aware of crime prevention. This on-going program is accomplished by writing articles in the newspaper and talking to students concerning dormitory and personal security. This approach has apparently worked since the overall trend towards crime on campus has decreased, even though the College is located in a densely populated metropolitan area.

Telephone Services

On April 23rd, 1978, the College converted its telephone system to the new state division of General Services sponsored Centrex system. This system was installed to both expand the capacity of the College's telephone system, as well as to reduce the College's overall telephone costs. This system eliminates the requirement for the College to provide its own operator services, thus achieving for the College a direct cost savings in the amount of \$40,000.00 per year, formerly spent for operators' salaries. The new automated electronic switching system (ESS) Centrex system, now used by most state agencies in the city of Charleston, provides one central operator service instead of one operator service at each major agency. Through use of the state division of General Services sponsored DAIN system for long distance calls the College has been

able to obtain its long distance telephone service at the most economical rates possible.

Printing and Duplicating

The College's print shop produced nearly all the College's printing needs during fiscal year 1978. The only work sent off campus for printing were the admissions bulletin, continuous computer forms, carbon snap-apart forms, forms requiring numbering, and the student yearbook. The College print shop employs four full-time persons.

During fiscal year 1978 an electrostatic printing system was established in the Duplicating Center to reduce Xerox and quick copy costs. This system, which costs approximately one-fourth that of "Xeroxing" has been well received by faculty and staff members. It is hoped that further economies of this nature can be achieved in the future.

Mail Services

The College mail service employs four full-time staff members and five student assistants. It provides delivery of student mail within the student post office as well as intra-campus mail service and pick up and delivery of U. S. mail to all College facilities including fifty-five offices. A courier service is operated between the main campus and the Grice Marine Lab at Fort Johnson. Fiscal year 1978 postage expenses amounted to approximately \$42,600.00.

COMPUTER SERVICES

For the second consecutive year, Computer Services has met an ever increasing workload without an increase in staffing. The only new resources procured were in the academic area with a new graphics terminal and two new time-sharing terminals added to the mini-computer acquired in 1977.

The administrative data processing efforts have been concentrated in three principal areas. Development of a request for bids for a software system for payroll and personnel systems to replace the College's antiquated payroll system was accomplished after a year-long study of the College's needs in this area.

Correcting problems in existing systems and enhancing the user documentation have occupied the programming and systems analysis staff nearly full time with many projects carrying over into fiscal 1979-80.

Reorganization of staff, better scheduling by users, and reorganizations in job flow have been responsible for more productivity in the operations area.

AFFIRMATIVE ACTION PROGRAM AND OFFICE OF HUMAN RELATIONS

In compliance with Executive Order 11246 and amendments thereto, the College established an Affirmative Action Program. The Director of the Office of Human Relations serves as Assistant to the President. The College's Affirmative Action Plan was approved by the South Carolina Human Affairs Commission in 1973. Reports are submitted to the Equal Employment Opportunity Commission as directed and employment summaries are submitted bi-annually to the South Carolina Human Affairs Commission.

With the passage of the Education Amendments of 1972 which prohibit sex discrimination in any education program or activity receiving Federal financial assistance and the Rehabilitation Act of 1973 which established a policy of non-discrimination for the handicapped, the Director of the Office of Human Relations was designated coordinator for activities under these laws.

The Office of Human Relations addresses itself to the educational and employment needs of individuals and groups affected by the above legislation. It assures complete access to the College for females, minorities, the handicapped, and Vietnam era Veterans. It identifies problem areas and recommends remedial or supportive activities to the President of the College and other persons in authority in order to establish equal opportunity for all persons.

It acts as a resource office for the special concerns of women, minorities and the handicapped and supports programs of interest to this constituency in the College community and on the local, state and national level.

In addition to the regular activities of monitoring the implementation of the Affirmative Action Program and the preparation of required reports, this office coordinated the preparation and compilation of information for the on-site review conducted by the Office for Civil Rights in March 1979.

The Office of Human Relations with funding from the South Carolina Committee for the Humanities sponsored a lecture series from September 1978 to April 1979 on "Perspectives on Women in Transition." The purpose of the thirteen lectures was to identify and promote discussion of problems of women resulting from the changing role of women in today's society.

The Office of Human Relations also provides leadership for a Presidential Advisory Committee studying the problems of recruitment and retention of minority students.

COLLEGE OF CHARLESTON FOUNDATION

The College of Charleston Foundation was organized on June 30th, 1970, as a non-profit corporation to operate on behalf of the College. The principal functions of the Foundation have been divided into four basic areas of service to the College: scholarship aid, student activities, faculty development and community service.

During Fiscal Year 1979, the Foundation administered and distributed \$149,367.00 in scholarship and award funds to students at the College. Student activities are enhanced by special and designated awards presented each year on Special Awards Day. The Foundation also administers the General Endowment and Scholarship Endowment Funds for the College and supports the College's intercollegiate athletic programs and faculty development programs with funds. The Foundation solicits funds from staff and faculty, alumni, parents, business and industry, friends and other foundations.

The Foundation Manager oversees the daily operation of the Foundation and manages the College of Charleston Club, whose function is to operate the Blacklock House for its members, College staff and faculty. The Blacklock House makes an important contribution to community service, since it is open to its members and their guests and to the College staff and faculty and their guests for daily lunches and is available by reservation for meetings, dinner parties and receptions.

INSTITUTIONAL ADVANCEMENT

This new administrative office is charged with the responsibility of coordinating and supervising efforts to promote and interpret the College of Charleston among its several constituencies and the general public. It also assists departments of the institution in identifying private and government agencies which may offer funding for projects and programs. In all activities related to the advancement office, the primary objective is to generate interest in and support for the academic enterprise of the College. The director of development, the director of college relations and the coordinator of special events comprise the staff of the advancement office.

News and feature stories are disseminated regularly to local, state and national news media and efforts are made to ensure timely

release of newsworthy material of specific interest to selected media. Moreover, internal publications are used to inform faculty, staff and students of activities sponsored by the College.

A Speakers Bureau is maintained to allow clubs, schools and civic organizations to take program advantage of the expertise of College faculty and staff. A brochure is distributed throughout greater Charleston advising the public of possible program topics and persons, and the procedure for contact. All information services are performed by the director of college relations.

The arrangements, promotion and publicity for all special events are a part of the advancement function. Negotiations with performers, technical and program accommodation, advertisement and ticket sales and other management requirements are the responsibility of the coordinator of special events. Additionally, the master calendar, the use of facilities for college and non-college organizations and the publishing of regular calendars of events are assigned to the coordinator.

The continued attempt to identify new support for programs and people of the College is directly related to the activities of the advancement office and to the academic direction of the institution. Maintaining contact and liaison with alumni, parents, and other friends of the College and with business and industry in the greater Charleston area, the advancement office can monitor the success of the College's efforts and assess the strengths and weaknesses of its programs.

PHYSICAL FACILITIES

The main campus now covers seven city blocks. Its 88 buildings include the following facilities: Harrison Randolph Hall (the central administration building); Burnet Rhet Maybank Hall (an office and classroom building); the Science Center; Physicians Memorial Auditorium; the Robert Scott Small Library; the Edward Emerson Towell Learning Resources Center; the Theodore S. Stern Student Center; the Albert Simons Center for the Arts; the Bishop Smith House (the President's residence); a bookstore; residences converted into faculty and administrative offices; faculty and staff housing; a central energy facility; a physical plant warehouse and repair shops. The College also operates the George D. Grice Marine Biological Laboratory at nearby Fort Johnson. Planned construction includes a multi-level parking garage and further development of the Outdoor Activities Facility in the Mt. Pleasant area.

Recognizing the limitations of the physical facilities, a Master Physical Development Study was made and a Capital Improvement Plan published. The Plan provided for the expansion of the College academic facilities at its present location; the existing buildings to be brought to their maximum potential through rehabilitation and new buildings built for required academic and student facilities through a phased land acquisition program. The urban campus will encompass approximately nine city blocks. The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to support the educational, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old." The result "is an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through their presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for an outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus.

CONSTRUCTION PROGRAM 1978-1979

Fine Arts Center (First Increment)—This new four-story, 80,000 square foot facility will provide fine arts classrooms, sculptural and painting studios, music practice rooms, choral, drama and dance studios, a music recital hall, a drama teaching theatre, fine arts lecture rooms and an exhibition hall. This building has been named the Albert Simons Center for the Arts, after the distinguished Charleston author/architect and College of Charleston alumnus.

Central Energy Facility (Second Increment)—This project involved the expansion of the College's underground utilities distribu-

tion system for electricity, chill water and steam, and the College's telephone and intra-college communication system. A new chiller and cooling towers were added to support new facilities. This chiller will require 30% less fuel than the present chiller and will effect greater cost savings and fuel conservation.

Campus Development (Phase III)—This project is the continuation of efforts to provide a safe and attractive campus area for the College community. It has been accomplished in conjunction with the extension of underground fire, security, and utilities systems to College facilities south of the city street which bisects the campus. This work has allowed the placement of additional lighting along the main pedestrian areas heavily traveled by students as they pass to and from parking areas and residence halls to the dining hall, the library, the student center and the academic buildings. It has also involved alterations to assure the handicapped of accessibility to and mobility around this part of the campus.

Education Center—This two-story, 52,000 square foot facility will centralize several student academic support programs in a handicapped accessible building. In addition to general-use classrooms and lecture halls, the facility will house the Continuing Education offices and meeting rooms, the College Skills Laboratories, and foreign language laboratories. The projected completion date for this project is August 1980.

New Residence Hall—Construction on this four-story, 333-bed dormitory began during the fiscal year and is expected to be finished by February 1980. The dormitory is configured in suites with either 2 or 3 beds to each bedroom and between 2 to 4 bedrooms per suite. Handicapped accessibility of the facility was included in design and construction.

Physical Education Center—This 70,000 square foot facility is in the architect design phase. Construction is scheduled to begin in early 1980 when all working drawings are complete. The facility provides academic physical education classrooms and laboratory, racquetball courts and limited locker rooms. The new facility will be connected to the old athletic center which is slated to be renovated when construction on this project is completed. Completion is expected during the summer of 1981.

Outdoor Activity Facility (Phase II)—This physical education and recreational facility is located 6 miles from the main campus. The initial phase of this project involved the acquisition of 17 acres

of highland. The current phase involves the development of playing fields for soccer, baseball and other physical education activities and intramural sports. The facility will be operational by fall 1980.

THE DEPARTMENT OF ALUMNI AFFAIRS

The Department of Alumni Affairs serves as the coordinating office between the College and its alumni. The department also works in close association with the College of Charleston Alumni Association.

The office staff maintains up-to-date files of alumni, including some 4,800 living graduates.

The College of Charleston Newsletter, a magazine, is published three times during the year and carries information about the College to more than 6,400 persons on the department's mailing list—including administrators, faculty, friends, staff, and students.

Tour programs provided the opportunity to visit Disney World, Washington, D. C. and Western Europe during the year.

The department assisted with the Annual Fund campaign, and with the fund-raising activities of the Alumni Association.

Alumni are encouraged to return to the campus for Commencement activities, for Founders Day ceremonies, and for an annual meeting and reception each May.

Special emphasis is placed on programs for class reunions, most of which are held during Commencement weekend. Periodic meetings of alumni, students, and faculty and staff members are held during the school year.

Area alumni meetings were held in Columbia, S. C., Washington, D. C. and Orlando, Fla., during the year. The first annual Alumni College Weekend was held in the summer of 1979.

BUSINESS AFFAIRS

Accounting

The College's Accounting Department implemented a computerized system to more efficiently process student financial aid. With the employment of a loan officer the department began an intense program for the collection of National Direct Student Loans. Existing systems and controls were improved to ensure continued speed and efficiency in day to day operations. A growing grants and contracts section further implemented procedures and controls to more adequately regulate disbursements and reporting.

Purchasing

Centralized purchasing and its related functions are conducted under an Assistant Vice President for Purchasing. A seven percent decline in the number of purchase orders this year to 6000 is an indication of the effectiveness of our efforts to consolidate buys and stock more of our fast moving requirements. This degree also reflects greater utilization of Central State Purchasing Open End Contracts.

Our Central Stores Branch provides immediate availability and consolidated buying advantages for 437 high use general purpose items, up from 316 a year ago. Issues have increased in 1979 from \$86,000 to \$111,000.

Approximately 90% of all purchase action receipts are documented through the Central Receiving Branch. This action has strengthened control over material acquisitions and practically eliminated the possibility of duplicate payments to vendors.

Acquisitions, redistribution and inventory of our 14,500 items of portable plant property is facilitated by use of our computerized Plant Property Inventory System.

Physical Plant

Plant operation and maintenance expenditures decreased from \$2,465,469 in 1978 to \$2,452,775 in 1979. Major efforts during the year were directed to the areas of Energy Management and Conservation and particularly to the conducting of a Preliminary Energy Audit of 69 College of Charleston buildings and houses. Also, special attention was given to improving the overall condition of buildings and equipment on the campus which have deteriorated over the years.

During the year, Physical Plant personnel has remained at 124. The Central Energy Facility generates steam and chills water for heating and air conditioning for all major buildings on campus. This facility has functioned without an outage or interruption in service on a non-scheduled nature.

Motor Pool

The Motor Pool, under the supervision of the Physical Plant Director consists of six station wagons, three sedans, one 41-passenger bus and three mini buses, eleven maintenance vehicles and six other special use vehicles (one sedan and two three-wheel scooters are used by Public Safety, one van for on-campus mail delivery, one step van by Central Receiving and one three-wheel scooter by Groundskeeping Department) total 30.

Auxiliary Enterprises

These functions encompass the responsibilities for the management and operation of the Bookstore, Campus Shop, Snack Bar, Cafeteria, Vending Machines and Business Management for all residence halls. This area of operation serves the College community very well.

Snack Bar

The Snack Bar provides students, faculty and staff with a convenient fast food operation and general meeting place. The Snack Bar has expanded its seating capacity by 60 seats as a result of relocating a glass enclosure outwards by approximately ten (10) feet. The Snack Bar provides a vast assortment of quick foods including "homemade" style pizza, which has proven to be a real "crowd" pleaser. The Snack Bar gross sales for FY 78-79 was \$168,263.01.

Residence Halls

This year the College of Charleston housed 1,319 students; of this number 19 were foreign students from various parts of the world. The College of Charleston now has under construction a dormitory facility at the corner of Wentworth and Coming Streets which is expected to house another 333 students. The College offers a wide variety of living quarters ranging from conventional dormitory multi-story housing to houses arranged much like one would find in any home in the beautiful city of Charleston.

Cafeteria

The Cafeteria kitchen provides daily meals in the cafeteria and prepares and serves on a catering basis for special functions on and off campus. It also provides daily luncheon meals for the College of Charleston Club and the Early Childhood Development Center. The Cafeteria served approximately 229,500 meals during FY 78-79.

Bookstore and Campus Shop

The sales volume of textbooks and other merchandise in the Bookstore and Campus Shop has remained steady during the past year reflecting only a modest 4% increase due to inflation. Total sales in the Bookstore and Campus Shop were \$663,450.

FINANCIAL REPORT

FISCAL YEAR 1979

Operating Funds:

Education and General Revenue		
State Appropriation	\$	9,156,350
Student Fees		2,142,930
Other Revenue		210,095
Balance June 30, 1978	\$	164,513
Balance June 30, 1979	45,106	119,407
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Total Educational and General Revenue		\$11,628,782
Auxiliary Services (net expended)		2,458,370
Student Aid (net expended)		862,016
Student Activities (net expended)		301,677
Other Educational and Research (net expended)		886,611
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Total Operating Revenues		<u>\$16,137,456</u>
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Education and General Expenditures		
Instruction	\$	5,979,673
Research		46,656
Academic Support		152,089
Library		667,929
Student Services		677,182
Institutional Support		1,652,478
Operation and Maintenance		2,452,775
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Educational and General		\$11,628,782
Auxiliary Enterprises		2,458,370
Student Aid		862,016
Student Activities		301,677
Other Educational and Research		886,611
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Total Operating Expenditures		<u>\$16,137,456</u>
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Capital Improvement Expenditures	\$	3,795,245

STATISTICS

	<i>Fall</i> 1976	<i>Fall</i> 1977	<i>Fall</i> 1978
<i>Total Enrollment</i>			
Head Count	5,036	5,193	5,164
Full Time Equivalent (based on 15 credit hours for undergraduate and 12 credit hours for graduate students)	4,113	4,264	4,156
Percent Increase/(Decrease) in Head Count	—	—	—0.6%
Percent Increase/(Decrease) in FTE	—	—	—2.5%
<i>Enrollment by Type of Student</i>			
Degree Candidates	3,679	3,905	3,899
Nursing	177	213	234
Allied Health	4	0	7
Evening	486	631	664
Community Service	491	265	131
Graduate	199	179	229
<i>Enrollment by Class</i>			
Freshmen	1,176	1,499	1,400
Sophomores	1,257	1,123	1,174
Juniors	643	683	662
Seniors	524	600	663
Graduate	199	179	229
Others	1,237	1,109	1,036
<i>Enrollment by Sex</i>			
Male: Part Time	592	517	512
Full Time	1,542	1,612	1,513
Total	2,134	2,129	2,025
Female: Part Time	913	955	1,023
Full Time	1,989	2,109	2,116
Total	2,902	3,064	3,139
Female as a Percent of Total Head Count ..	58%	59%	60%
Male as a Percent of Total Head Count ..	42%	41%	40%
<i>Student Characteristics</i>			
Full Time: White	3,296	3,531	3,460
Black	235	190	169
Part Time: White	1,406	1,369	1,439
Black	99	103	96
State Residents	4,885	5,000	4,923
Out-of-State or Nonresidents	151	193	241
State Residents as a Percent of Head Count ..	97%	96%	95%
<i>Faculty Characteristics</i>			
Professors	19	22	22
Associate Professors	40	54	66
Assistant Professors	109	96	85
Other	24	19	22
Percent with terminal degrees	73%	81%	75%
Course Offerings	834	894	949
Credit Hours Generated	61,462	63,753	62,089
Average Weekly Scheduled Teaching Hours ..	12.4	13.0	14.01
Average Class Size	25.6	26.2	27.7

	Fall 1976	Fall 1977	Fall 1978
FTE Students to FTE Faculty Ratio			
FTE Student	4,120	4,269	4,156
FTE Faculty	213.0	216.2	195.66
Ratio	19.3:1	19.7:1	21.2:1

Average Salaries of Instructional Faculty

Professor	\$18,695	\$19,832	\$21,471
Associate Professor	\$16,281	\$17,154	\$18,507
Assistant Professor	\$14,131	\$15,134	\$16,069